

BEST Graduate Concentration Information for MEd and CAS Candidates

Overview

Completing your UVM degree (MEd or CAS) through the BEST Graduate Concentration involves several steps: Applying to the program, planning your program outline, completing courses, organizing your work in a portfolio following competency standards, successfully completing your Orals Defense, and following all UVM policies and timelines.

It is your responsibility to review and follow all requirements of UVM and the concentration. The purpose of this outline is to provide a rough timeline of your major responsibilities at each stage in the program.

At least 3 months before starting program

1. Contact program coordinator to express your interest in program. Jesse Suter:
jesse.suter@uvm.edu
2. Complete application
 - a. MEd: Complete UVM grad college application
(<http://www.uvm.edu/~gradcoll>)
 - b. CAS: Complete UVM CAS application (request application from coordinator)
3. Review and complete participant agreement (<http://www.uvm.edu/~cdci/ebd>)
**Your application will not be reviewed until it is complete including all letters of reference and transcripts!*
4. Once your application is received, you will be contacted to set up an interview.

If you have been accepted into the program, you will meet with an advisor to:

1. Develop your program outline.
2. Determine what courses you've taken will transfer into degree
 - a. Must have a letter grade of B (3.00) or better to be eligible for transfer
 - b. Transfer credits cannot be over 7 years old at graduation
 - c. See <http://www.uvm.edu/~gradcoll/> for more info (*Follow link to "Services, policies, and forms"*)
3. Make sure that all of your coursework (including transfer courses) will
4. Review and follow all instructions for UVM students regarding setting up your account, your ID, email, the library, etc.
(<http://learn.uvm.edu/education/teacher.php>)
5. Provide information about your educational and employment for program evaluation.

For each class you want to take:

1. Make sure that it is approved for UVM graduate credit.
<http://www.uvm.edu/~gradcoll> Follow links to “Courses approved for graduate credit”
2. Determine whether it is a contract course (reduced rate), UVM continuing education course, or regular UVM “day division” course
3. Register online
 - a. UVM contract course: <http://learn.uvm.edu/education/register.php>
 - b. UVM CE course: <http://learn.uvm.edu>
 - c. UVM regular day division: <http://www.uvm.edu/registrar>
4. Pay tuition
 - a. UVM contract course: *typically you will pay full amount by check on first day of course – follow instructions given by coordinator of program*
 - b. UVM CE or day division: *You will receive a bill at your UVM email address. Read guidelines at <http://www.uvm.edu/studentfinances/>*
5. Complete all course requirements and participate in course evaluation at the end of the semester.
6. Note: Students in all degree programs must earn at least 15 credits in their programs for which they will receive a letter grade
 - a. Grades of pass/fail/satisfactory/unsatisfactory and transfer credits do not count toward this minimum
 - b. Students must hold a GPA of 3.00 or higher to graduate

In your last semester in the program:

1. Determine when you must complete your orals defense for an October, February, or May graduation (<http://www.uvm.edu/~gradcoll>)
2. Meet with your advisor to
 - a. Review your program outline
 - b. Complete your *Intent to Graduate* form and submit to graduate college.
 - c. Schedule your orals defense
3. Enroll in GRAD 397 “Comprehensive Exam” a non-credit (and no cost) course that you must be enrolled in during the semester you take your orals.
4. Finish your portfolio (see guidelines on following pages).
5. Attend orals with your portfolio (see guidelines on following pages).
6. Complete the Special Education program evaluation.
7. Follow procedures and pay advanced degree fees for graduating students (<http://www.uvm.edu/~gradcoll>)

You will be contacted one year and five years after you graduate to complete a program evaluation. This evaluation is very important for our program and for the Center on Disability and Community Inclusion.

EBD Concentration Portfolio Checklist

Portfolios are individually designed by candidates for the Emotional Behavioral Disabilities (EBD) concentration. This portfolio is a compilation of your graduate work.

The portfolio should at a minimum have the following:

- Graduate Program Outline;
- Personal statement (updated to reflect current goals);
- Curriculum vitae or resume
- Case studies, video tapes, etc. which demonstrate ability qualifications;
- Evaluations (external, internal, practicum instructor check-ins, etc.);
- Letters of recommendations;
- Course grades and course products, which demonstrate knowledge qualifications in the 10 program competency areas;
- Descriptions of the products you completed and reflections of the progress met in each competency area.

10 Core Competencies	Product	Reflection
1. Understanding Emotional and Behavioral Problems		
2. Functional Assessment / Positive Behavior Supports		
3. Pro-social Skills and Positive Learning Opportunities		
4. Emotional Disability Assessment		
5. Family Ecosystems		
6. Collaborative Teaching and Consulting		
7. Training Others and Capacity Building		
8. Transition Planning		
9. Cultural Diversity		
10. Social Policy Affecting Students with Emotional and Behavioral Disabilities and Their Families		

Comments

Orals Meeting

Personal Statement (approximately 10 minutes)

A brief presentation on: a) why you entered the program; b) your major points of learning; and c) what you intend to do in the future. (approximately 5 minutes)

Project presentation (approximately 20 minutes)

From your portfolio, present ONE program, curriculum, evaluation, intervention from any of the 6 practicum domains.

Questions (approximately 20 minutes)

At orals students must be prepared to answer the following questions related to the major competency areas of the EBD concentration. The orals committee will select one or two questions to ask.

1. PLANNING AND IMPLEMENTING INSTRUCTION IN AN INCLUSIONARY CLASS SETTING. IDEA requires a focus on "access and success in the general education curriculum."

You have been asked to give a fifteen-minute presentation to undergraduate college education majors about planning and implementing instruction in an inclusionary setting. Discuss how you would promote students with ED having access and success in inclusionary class settings. What would you tell them what the key elements are? Justify your choice of elements and provide some examples from your own experience (e.g., portfolio).

2. COLLABORATIVE TEAMING & CONSULTATION. Developing relationships with parents, colleagues and students is at the heart of being a successful consulting teacher. You have had opportunities in your internship to learn and practice collaborative skills and reflect on your ability to interact with a variety of people in a variety of settings.

Would you please cite an example and tell us the story of how you worked collaboratively to move forward a challenging/ difficult situation? Describe how your actions supported the student and allowed for positive interactions amongst team members.

3. FAMILY/PARENT INVOLVEMENT. The new provisions of IDEA '97 and '04 specifically strengthen the important role of the family in the IEP process. Please identify a particularly challenging family/ professional situation that you were involved in. Discuss ways you engaged (and/or in hind site should have engaged) IEP members in supporting the needs of the student and involving the family. In what ways were socio-cultural issues important and how did this affect the way in which you worked with the family and the team?

4. POSITIVE BEHAVIOR SUPPORTS. Discuss how you would develop positive behavior supports for a student who presents challenging behaviors and is returning from an alternative school placement. Include supports that reflect prevention, teaching and response strategies. What strategies would specifically help to make the transition go more smoothly? Provide examples from your own experiences.

5. **ED ASSESSMENT:** You need to make a special education eligibility decision regarding a student who is quite depressed and has not been able to focus on her work. Her teachers indicate that she does not turn in homework and is failing several of her classes. How would you go about determining whether this student meets criteria for special education eligibility, particularly under the category of emotional disturbance? What are the some of the unique challenges associated with assessment and eligibility for students with ED?

6. **POLICY/LAW:** A student in your school who is on an IEP has been suspended for 10 days due to aggressive behavior. What would you suggest should occur at this point in time? Specifically, what is the process that you would go through, who should be involved, what types of information should be collected and why?

7. **TRAINING OTHERS/CAPACITY BUILDING:** Provide at least one example of how you have helped to build the capacity of your school system to support students with ED. What were some of the challenges and how did you address them?

8. **TRANSITION:** Please consider a situation where a student with emotional and behavioral challenges is transitioning to a regular public school environment from an alternative setting. As either the sending school or the recipient school, what ideal processes would you want to implement, what is the time frame, and what supports would you want in place? If possible, describe an actual experience that you have had regarding such a transition process.